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ABSTRACT

Much is being emphasized in staff development in the area of reading instruction. It is important for teachers to study and think reflectively about what can be done to improve the elementary reading curriculum. One procedure that can be used is to hold a quality workshop based on the needs of reading teachers. Teachers might volunteer to serve on a committee focusing on various problem areas. Committee reports to indicate progress can be shared with others. Faculty meetings, with ample materials of instruction and instructional assistance, may also be used to improve the reading curriculum. Teachers can then try out ideas gleaned from the meetings. To vary approaches in teaching reading, a videotape on model teachers using behaviorism as a psychology of learning may be shown and critiqued. Some teachers speak highly of visiting innovative classrooms where new approaches have been tried out with success in reading instruction. Observational visits by the reading supervisor can be beneficial for inservice. Team teaching has built-in inservice education, with members upgrading their teaching skills and sharing worthwhile ideas with each other. Teachers also need to have ample opportunity to browse through and read materials from a professional school library. Another excellent way to improve the reading curriculum is to discuss student progress during a parent/teacher conference. (Contains nine references.) (CR)

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STAFF DEVELOPMENT AND READING [1]

ED 416 458

Much is being emphasized in staff development in the area of reading instruction. Elementary schools are studying where they are presently in the teaching of reading and then thinking of moving toward some kind of ideal. Change from where the school is presently in reading instruction toward moving in a different direction is quite obvious. Life itself seemingly consists of change and modification. Stability and the routine seemingly are not there. Society changes much and therefore the school setting in the teaching of reading is also subject to considerable change. That is why diverse procedures in staff development are important. Better approaches in reading instruction need to be in the offing. Pupils need to read at an improved rate and at a higher quality level of comprehension. The business world and personal development of the individual makes for a necessity in having better readers.

When I attended the public schools, an illiterate person was one who could not read at all or sign his/her name. Presently, my guess would be that if an adult reads below the ninth grade level, he/she is illiterate. Being able to read on the eighth grade level is quite good for many people. Thus, if an eighth grade reader is viewed, the contents are quite complex and many purposes in reading could be stressed at that reading level, be it in the vocational or in the personal dimension areas. As professionals in the teaching of reading, we must always strive for better means of teaching reading. Teaching stresses continuous learning. A teacher never completes the learning process. New ideas keep coming up and higher quality of instruction is in evidence. There are numerous journal articles and teacher education textbooks that stress improving the reading curriculum. Teacher education conventions in reading instruction as well as videotapes that are out stressing improving the reading curriculum behooves us to keep up with modern trends in teaching and learning in reading. This is not to

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say that a reading teacher should jump on the bandwagon with every whim and every new idea that comes out. Sometimes a "new" idea is merely using a different term for the very same approach in the teaching of reading, such as cooperative learning is now being substituted for the previous concept of committee work. It is very important for each teacher to study and think reflectively about what can be done to improve the reading curriculum (Ediger, 1997).

The Workshop

One procedure in improving the reading curriculum is to stress a quality workshop. The workshop should be based upon the needs of teachers in reading instruction. I recommend that the contents of the workshop be based upon what teachers of reading deem to be salient. A valid and reliable questionnaire could be sent around to determine what teachers feel is important in a workshop. Relevance is a very important concept in conducting a workshop. Time cannot be wasted here because teachers have their very own personal lives to live and to relax after a difficult day of teaching. If at all possible, the workshop should be held during the school week with teachers receiving reimbursement for attending.

The theme of the workshop should be decided with heavy teacher involvement Ediger, 1988). The school principal also should be actively involved in assisting with workshop planning and attending. Principals need to provide leadership and guidance in developing a quality workshop. It is unfortunate if a principal wishes to dominate plans for what goes into a workshop or if he/she stays aloof and does not back and assist in having a quality workshop. Leadership from teachers and school administrators is so necessary in improving instruction.

Once the theme has been decided upon and the meetings planned in terms of time, necessary furniture, consultant assistance, and materials to use, the large or general session should be conducted to decide upon problem areas that need to be covered during the workshop. Members participating in the workshop and being involved in the general session should probably be no more that twenty in number.

The general session participants need to be small enough in number so that all may participate actively.

From the questionnaire results obtained prior to the workshop and the decisions made in the general session, participants should then have some good ideas as to the direction the workshop should be taking. Hopefully, needs of reading teachers will be met as a result of having participated in the workshop. I will give a few examples from my reading and studying of professional literature on conducting workshops. I will also present ideas on workshops I have conducted as well as those I have attended. Several models may be developed on staff development of teachers and school administrators.

During the general session, participants choose problem areas. A democratic atmosphere needs to prevail so that creative thinking on the part of participants is in evidence. Thus, there is a feeling that wide participation, but not domination, is wanted. Chairpersons for the general session may be elected by participants.There also needs to be opportunities for individuals to volunteer for leadership positions. Certainly, good leadership may come from volunteering from the professional staff. The following criteria should be followed by participants during the general session:

1. all should participate in decision making as to problem areas to be covered during the workshop.

2. no participant should dominate the general session deliberations.

3. respect for the thinking of others is a prime consideration in interactions that occur among individuals at the workshop.

4. quality human relations and acceptance of others are very important throughout the workshop.

5. each participant should contribute knowledge and talents possessed.

6. participants should stay on the topic being pursued and not digress to something unrelated. Time is wasted if a participant digresses from the ongoing topic being discussed.

7. critical and creative thinking skills as well as problem identification and solving are welcomed.

8. care for participants is at the heart of any endeavor that emphasizes change and progress.

9. ideas should circulate within a group or committee rather then moving from one person to the chairperson and then to another person and back to the chairperson indicating a pattern. When ideas circulate among individuals within a circle, a more open ended discussion will be an end result.

10. should ideas not be clear, it is the responsibility of the person who needs answers to ask for clarification in a polite manner.

Within the general session, problems are identified and clarified. Participants need to be clear in terms of what consists inherent content in each question. I will outline here selected questions raised by participants in a reading workshop. These were the following:

1. How can a rational balance exist between phonics instruction and holistic approaches in the teaching of reading?

2. Should phonics be taught as a sequential set of learnings for pupils or should phonics be taught in context as the need arises?

3. How can I best determine reading levels of my pupils at the beginning of a new school year, when having twenty-five pupils in my classroom.

4. What can I do to develop a good reading portfolio that is valid and reliable for each of my pupils?

5. What role does diagnosis play in a whole language approach in the teaching of reading?

6. How can I individualize instruction when there are so many behavioral problems of children in the classroom?

7. What role should testing of pupils and constructivism play in evaluating pupil achievement in reading?

8. How should I group pupils for reading instruction when the differences in achievement are so great among children in the classroom and yet educators are calling more and more for heterogeneous groping

of learners for instruction?

9. How can Sustained Silent Reading (SSR) be implemented in my school?

10. How can a mentor teacher approach in the teaching reading be started in my school?

These ten questions are vital in any workshop devoted to improving the reading curriculum. Each problem area identified in the general session needs thorough discussion since important and relevant problem need to be solved. A reference library is needed for participants engaged in problem solving. Consultant assistance is there when a committee needs guidance. Depth discussion and learning is wanted and teachers may try out in their classrooms ideas gleaned from the workshop. Committee members should also report to other committees at work so information is shared by all.

Teachers might then volunteer to serve on a committee for one of the ten identified problems areas above. Choices made by teachers should indicate a need to improve the quality of teaching. Four to five teachers, as a maximum, should be on a committee. With the use of reference materials, and consultant assistance, there is a good chance of reaching census within the committee. How successful the committee part of the workshop is depends upon purpose that is seen by participants in the problem to be solved. The attitudes of participants within the committee is also important. If an attitude of wanting to achieve is inherent, the chances are better for success in the ongoing endeavor. Quality human relations are a must! Individuals should learn to work harmoniously and learn to know each other better. The talents and abilities of each person are valuable here in order to come up with good solutions to problem areas. Thus if interested teachers are working on problem one above on some kind of balance between whole language and phonics procedures in the teaching of reading, hopefully the deliberations within the committee will come up with a rational answer. The area of whole language and phonics has been debated for some time and probably will endure as a problem. However, by researching,

using consultant assistance, and considerations given for problem solving, the chances are good in finding information on how to stress, for example, both phonics and whole language approaches in the teaching of reading. Teachers also need to look at needs of pupils in the classroom. After looking a diverse reference sources and using consultant assistance, the teacher needs to design a curriculum in reading which harmonizes with the individual pupils needs. A few pupils will need more phonics as compared to others. Phonics learnings may need to be presented in context so that the pupil perceives a need for what is necessary at a given time. Then too with research results, even with a carefully controlled design for the study, there are always pupils who do not do as well in the experimental group even though this group did better, for example, at the .05 level than the control group. Thus, if the experimental group, using innovative teaching methods in reading, did better than the control group at the .05 level of confidence, within that experimental group, selected pupils did not do as well as they might have in the control group which usually has more traditional methods of teaching. The results, of individuals who did not do well in the experimental group, may be examined to notice diagnosis, even though the others in the experimental group did better than the control group.

Committee reports to indicate progress may be shared with other committees at designated intervals. Quality communication is essential in the workshop sessions. Teachers on committees should try out in the classroom that which has been learned when working collaboratively with others. Feedback to the general session of how the new idea worked in teaching should be reported to the community of learners at the workshop, meaning the participants at the workshop.

In addition to the general sessions as well as committee endeavors, a third level of the workshop emphasizes individual projects and activities. Each teacher has a unique problem to solve in the teaching of reading. Diverse resources may be used here as was true of committee work. The problem areas chosen by teachers are unique to the individual. I have noticed teachers working on an individual basis on the following problems, as an example:

1. How does one engaging first graders in reading when The Big Book is used with the class as a whole?

2. What are selected good ways to assist pupils in identifying unknown words in oral and silent reading?

3. How can I have conferences on a one to one basis at the same time other pupils supposedly are reading a library book silently?

4. What is the role of standardized tests in diagnosing and reporting pupil progress?

5. How should the results of learners be analyzed after taking norm referenced as well as criterion referenced tests?

6. How can pupils be engaged to read from and achieve when basal texts are used?

7. What can be done to have a good parent/teacher conference so that the child does better in reading?

8. How can I assist my kindergarten/first grade pupils to develop a functional basic sight vocabulary?

9. Which are good rewards to use to motivate individuals to do more reading of library books?

10. How can I encourage pupils to do more journal writing as well as other kinds of purposeful writing in which the literature curriculum and written discourse is related?

Much effort and time needs to be put into the solving of any one of these problem areas. It would be good to try out in actual teaching of reading situations, solutions arrived at for any one problem area. Lines of communication need to be kept open among committee members so that all can learn from each other in a learning community.

Faculty meetings may also be emphasized in improving the reading curriculum. Too frequently, faculty meetings have emphasized the mundane and the unimportant. When routine information is presented to teachers, these can be placed on the bulletin board or notices may be placed in each teacher's mail box. With faculty meetings, I recommend that an adequate number deal with improving the reading curriculum. I

have noticed schools whereby faculty meetings for one calendar school year stress improving reading. The other curriculum areas also need to receive time, from the entire faculty, to update and change in terms of quality modern trends. Reading well on the part of pupils is relevant in any curriculum area in the elementary school (Ediger, "Reading in Mathematics" 1997. Teachers and supervisors need to watch that a bandwagon approach is not used in evaluating new ideas in the thing of reading. Too frequently, many jump on board when a new idea is being presented from educational literature. I would like to present a plan for conducting faculty meetings pertaining to improving the reading curriculum. There needs to be an agenda, ready for faculty members, two days before each meeting. Thus, teachers and the principal have time to think about what should be recommended at the faculty meeting. The items listed sequentially should be clear and focused. Vagueness should be eliminated. Faculty members should place items pertaining to reading instruction on the agenda. The school principal also should be involved in agenda development. An elected leader should be in charge of obtaining ideas from teachers and the principal for the agenda. Leadership may rotate so more faculty members have the opportunity of placing and arranging items on the agenda. Participants at the faculty meeting may add items for the agenda in an orderly way.

Relevant, important items need to be on the agenda for depth discussion. I would recommend that refreshments be served prior to the faculty meeting which generally follows a demanding day of instruction for pupils. Rotation of participants in the faculty meeting is important when deciding upon a committee to be in charge of refreshments in an informal setting. It is good to have time for relaxation in a social setting with refreshments. Here, teachers and the principal can interact in a social manner and get to know each other as human beings who can work together to solve problems of instruction.

There should be ample materials of instruction and instructional assistance at the faculty meeting. Thus video-tapes, teacher education texts on reading instruction, cassette tapes, handouts, and computer services, among others, should be available for participants. Faculty

meetings need to have appropriate sequence so that teachers may grow and develop in the teaching of reading in the elementary school. Resources at faculty meetings need to be relevant for teachers and the principal to study and evaluate problems in reading instruction. I have observed whereby teachers demonstrate innovative teaching strategies using six or seven pupils from the elementary school setting. The teaching may be video-taped and played back to the involved teacher and others. A thorough analysis of teaching needs to be in evidence so the participants learn and develop pertaining to the teaching of reading.

After thorough discussion of problems and possible solutions to these problem areas, it is good for teachers to try out new ideas gleaned from the faculty meeting(s). These ideas can be tried out the next day by individual teachers in their respective classrooms. Perhaps, these teachers may send a bulletin to other teachers in the school stating what happened in trying out innovative ideas in the teaching of reading. If the feedback is presented at the next faculty meeting, there can be a discussion and solving of problems pertaining to new concepts in the teaching of reading being emphasized.

Content in videotapes might be excellent to use in which model teachers teach reading. The contents may be analyzed using quality criteria, cooperatively developed. Models presented on videotape can be quite helpful to teachers in using innovative procedures in teaching reading. Whole language approaches might then be observed with a Big Book emphasis for young children. Rereading and echoic reading may be used after the teacher has orally read the contents with pupils following along in the Big Book with its print discourse. Pupils might wish to reread he contents several times and thus obtain a larger sight vocabulary.

To vary approaches in the teaching of reading, a videotape on model teachers using behaviorism as a psychology of learning may be shown and critiqued. Here, the teacher uses behaviorally stated objectives in the reading lesson as standards to aim toward when teaching. Either a pupil does or does not achieve a precise objective as a result of teaching. The objectives are very specific indeed, and it can

be measured if a pupil has or has not achieved a sequential behaviorally stated objective. If an objective has not been achieved, a different teaching strategy needs to be used. Diagnosis is in evidence here so that problems areas of pupils are identified and remediation following for each unachieved objective in reading.

With a small group of learners, a teacher may use behaviorism in the teaching of reading. Thus, the teacher plans a lesson with the accompanying pupils in mind. The teacher determines a set of behaviorally stated objectives for these learners to achieve. Learning activities for pupils to attain the stated objectives are selected. Evaluation techniques to notice if pupils have achieved the specific objectives become an important part of the lesson. The lesson plan is then applied and taught to the available pupils. Observers may notice the quality of teaching being presented. They may also notice if the objectives, stated in measurable terms, have been achieved by the involved pupils.

Faculty meetings can be exciting and interesting. They need not be dull nor irrelevant. Ideas gleaned from faculty meetings in the teaching of reading may be tried out in the regular classroom. Feedback to participants at the faculty meetings assists others to evaluate new ideas in helping pupils learn to read. Micro-teaching involving a small group of pupils may be taught at the faculty meeting. Evaluation is an important process for any teaching/learning situation involving innovative approaches in the teaching of reading. We do want to know how well pupils are doing in learning to read after instruction has occurred.

Visiting Innovative Classrooms

There are teachers who speak highly of visiting innovative classrooms where new approaches in reading instruction have been tried out with success in helping pupils learn to read. New ideas in their repertoire are then a part of the visiting teachers in guiding pupils in reading achievement within the classroom setting. I maintain that a newsletter in the school setting should be circulated by teachers telling of approaches used in reading instruction. The methodology might then

be open to many teachers in improving the reading curriculum.

To visit innovative reading instruction programs, faculty members need to identify who those teachers are within a building locally as well as other nearby schools. Inquiries need to be made pertaining to making observational visits. Professional teachers do need to share their expertise. Arrangements need to be made for local teachers to visit these places where innovative teaching procedures are taking place. Ample time should be spent at the place of visitation to notice the objectives, learning activities, and evaluation procedures of reading instruction. Discussions with the innovative reading teacher of methodology used are musts! New approaches in sharing ideas in reading need to be in the offing. E Mail has been an excellent way for teachers to learn from each other with the sharing of innovative approaches in reading instruction. Videotapes should be available, from the school's professional library, to take home to study and analyze new procedures in the teaching of reading. Hopefully, teachers will feel renewed energy in teaching with the presentation of new ideas by visiting innovative classrooms and/or by assessing teaching episodes on video-tape.

There needs to be ways for teachers to report to others in the school setting about innovative procedures viewed in the teaching of reading, such as at workshops, faculty meetings, in school bulletins, sharing sessions with other teachers, and in frequent teacher interaction in informal settings, such as in the school lounge.

The goals that teachers have in mind are very important when visiting schools to observe innovative teaching as well as when observing quality video-tapes involving actual classroom experiences in reading instruction. What might teachers look for in these in service opportunities?

1. How teachers work with pupils who do not use context clues to identify unknown words.

2. How new words are introduced to pupils in an ongoing lesson in reading instruction.

3. How pupil hesitations are handled when attempting to identify

unknown words and yet the learner is able to ultimately say the correct words. Hesitations hinder comprehension in reading subject matter.

4. How teachers group pupils for instruction to optimalize reading achievement.

5. How to determine the present reading achievement level of the pupil in the classroom.

6. How to optimalize quality sequence for pupils in the reading curriculum.

7. How reading and writing are taught as being correlated and integrated with other curriculum areas.

8. How collaborative learning is stressed in the classroom/

9. How constructivism, as a philosophy of teaching, is emphasized in evaluating pupil progress.

10. How to use test results to improve the reading curriculum.

I believe very strongly that all teachers should be video-taped in teaching reading. This should be done once a month to notice what can be improved upon in reading instruction. Not only may the instructional facet of teaching reading be appraised, but also the physical dimension might also be scrutinized. The teaching and learning situations in reading may be appraised using the following criteria:

1. The teacher may notice if pupils are actively engaged and interested in reading.

2. The teacher may observe if pupils are achieving objectives in the reading curriculum.

3. The teacher may observe contextual progress of learners using constructivism as a philosophy of instruction.

4. The teacher may related different curriculum areas with that of reading instruction.

5. The teacher may notice and eliminate negative mannerisms from the act of teaching.

6. The teacher may use feedback from teaching and from test results to improve the reading curriculum.

7. The teacher may change setting arrangements for pupils so that more optimal achievement comes about.

8. The teacher may look at the kinds of errors made by pupils in reading aloud so that a meaningful reading curriculum may be developed. These errors may include pupils' abilities in recognizing sound/symbol relationships, syllabication skills, and in using context clues to determine unknown words in reading. If child is on the first grade level, the teacher needs to emphasize learners using picture clues. Thus, if a pupil does not know a word, he/she may look at the picture and this may provide the child with the correct word for the unknown.

Errors diagnosed by the teacher may become objectives for pupils to achieve. To achieve these objectives, the teacher needs to provide appropriate learning activities. If a pupil does not use context clues/ he/she should receive practice in using this valuable skill to unlock new words. Thus, the pupil should receive assistance in determining what word makes sense for the unknown, and yet it fits in meaningfully with the rest of the words in the sentence (Ediger, 1996). The teacher many need to explain this in many ways and in different contexts. If a pupil does not associate sounds with symbols in phonics, the teacher may need to play reading games with that pupil. Thus, to stress the letter "l" and its related sound, the child may pickup anything in the classroom that starts with the "l" sound. Some examples might be the following: lamp, lion (toy), lace, log, lamb (toy), and lock. Pupils in these activities are learning words that begin alike in sound/symbol relationships. Pictures may be used to show initial consonants such as pictures of the following stressing the "b" sound: boy, bat, bicycle, bone, baby, ball, and beet. Learners need much practice in learning to associate sounds and symbols in phonics.

Using Cassettes to Improve Teaching

Many teachers that do not have videotape recording services available may find cassette recording feasible. Here, the teacher may notice the following:

1. the kinds of errors pupils make in oral and silent reading, such as syllabication skills.

2. errors made in blending consonants.

3. attitudes in being passive recipients of reading, rather than being actively involved.

4. behavioral problems in the classroom, such as bothering others in the classroom.

5. inability to follow directions when reading assignments are being made.

6. problems in locating more challenging reading materials for gifted and talented readers.

7. several pupils reading in a hesitant manner and yet being able to identify words correctly.

8. a pupil engaged in word calling when reading orally, but not comprehending what has been read.

9. selected learners not being interested in materials being read.

10. two pupils being easily distracted from reading.

Evaluating why pupils are not achieving adequately in reading is difficult. There are so many factors that enter in to the skill of reading. I always recommend to teachers to assess background knowledge of the individual to notice if this makes for poor sequence whereby the pupil fails to achieve as adequately as possibly. We adults need to put ourselves into the shoes of listening to a technical paper by a scientist on space travel and feats; it would indeed be difficult for most teachers to comprehend the contents of the presentation. Why? We simply have not experienced the necessary background information. In other words, the sequence has been poor due to not having the needed subject matter and active involvement that the scientist has had that is presenting he paper (Ediger, June, 1997).

Observations Made by the Supervisor

Observational visits by the reading supervisor can be beneficial as a technique of in service education. The better kinds of observational visits stress an invitational approach by the teacher. Thus, the teacher has a purpose in wanting the supervisor to observe the quality of reading instruction in emphasis. The following purposes may be involved:

1. wanting the supervisor to notice achievement in reading by pupils since the last visitation.

2. wanting the supervisor to notice how a new unit in reading is being introduced (Ediger, Winter, 1997).

3. wanting to have the supervisor notice the culmination of a reading unit of study.

4. wanting the supervisor to notice shared reading experiences of a specific committee in working collaboratively.

5. wanting to have the supervisor notice how thematic teaching in reading is progressing.

The supervisor of reading instruction needs to be actively involved in solving curricular problems in reading. He/she should possess much knowledge and skill in working with classroom teachers. Let us look briefly at these two dimensions. First, the supervisor needs to have much knowledge pertaining to the teaching of reading. My thinking is the supervisor should be a thorough specialist in diagnosing and remediation in problem pertaining to the teaching of reading. The supervisor can be leaned upon to be a problem solver in reading instruction with knowledge possessed pertaining to improving reading instruction. The second dimension is equally important and that is the supervisor must have a quality human relations repertoire. The supervisor is then able to work with teachers effectively in curricular problems involving pupil proficiency in reading. Getting along well with others is vital in the school setting. Each person needs to try to get along well with others. A community of learners can come about when teachers work collaboratively to identify and solve problems that pupils have in reading. There are many new ideas to try out to assist a pupil in becoming a better reader. Also, there are many innovative procedures that need to be identified to guide optimal pupil achievement in reading. The supervisor needs to possess human relations skills which assist classroom teachers to do a better job of teaching reading. Supervisors should also guide teachers to work together for the good of the child in the teaching of reading.

Should all observational visits by the supervisor be based upon teacher invitation only? I think not. I do believe, however, that inviting the supervisor to the classroom is the best kind of observational visit that can be made. The visit could be open ended in terms of what to look for when requested by the classroom teacher. There are times too when the supervisor is requested to come to the classroom when specific problems have been identified and need solutions such as a pupil going downhill in achievement at a given time. I also feel that teachers need to become used to having reading supervisors visit classrooms for the purpose of improving instruction. Supervisors should there to help teachers with instructional problems and must do this with good intentions. The supervisor then has a delicate task of observing teaching as a part of his/her responsibilities. Good rapport between supervisor and teacher is ongoing and must be continually cultivated and not left to chance. The supervisor then needs to schedule observational visits with classroom teachers. The observational visits must suit both teachers and the supervisor in terms of time and priorities being emphasized by the teacher in the classroom.

The observational visit should be as unobtrusive as possible. The supervisors wishes to observe pupils in a normal classroom situation. The supervision provided may be clinical in nature. Thus, the supervisor first observes the stated objectives of the teacher. These are evaluated and clarified. The learning opportunities to achieve these objectives are viewed in terms of feasibility and provision made for individual difference among pupils in reading achievement. Also, the evaluation procedures are appropriate in terms of validity and reliability. The approaches and techniques used must ascertain if the pupil has/has not achieved the stated objective of the lesson in reading instruction. The follow up conference then indicates what the pupil has achieved and what is left for additional goals to attain. Throughout the conference, the supervisor and the teacher work in an atmosphere of respect and acceptance. At the same time diagnosis is involved in determining what pupils have left to achieve to make progress in reading. Cooperation and collaboration are necessary so that pupils experience a quality

reading curriculum.

Team Teaching and In service Education

Teaching teams have built in in service education. Two to three team members planning cooperatively the objectives, learning activities to achieve the objectives, and evaluation procedures to ascertain if pupils have/have not attained the objectives, bring in ideas from more than one mind. With a team working together, there are many opportunities to learn from each other. The best ideas should be used in teaching and learning in reading. An essential ingredient in team teaching is that members work together in a mutual atmosphere of care and empathy (Ediger, 1994).

Generally, there are three levels of teaching such as large group, committee endeavors, and individualized study by pupils. There are opportunities for teachers to observe each other teach in large group instruction since one teacher teaches the entire group of pupils on this level. The presentation may be critiqued and evaluated with the involved teacher. This should be done in an atmosphere of respect with the intent of improving reading instruction. Areas of evaluation of the teacher in large group instruction might well be the following:

1. Did the teacher secure the attention of the entire group of pupils?
2. Were pupils interested and motivated in the large group session?
3. Was the presentation clear and meaningful to all pupils?
4. Did pupils voluntarily raise relevant questions during the large group instruction session?
5. Did the teacher follow quality procedures in sequencing learning opportunities?
6. Were pupils encouraged to raise questions and identify problem areas?
7. Did the teacher establish purpose for pupil learning?
8. Were individual differences in achievement provided for among learners?

9. Were pupils respectful during and after instructional time?
10. Did pupils put forth effort during large group instructional time?

After large group instruction, pupils work in committees and individually on projects and activities. It is vital that teaching team members follow the following criteria when working at these two levels:

1. observing pupil progress and achievement as continuously as possible in order to provide for the needs of learners.
2. assisting pupils with learning activities as needs indicate.
3. showing care and consideration in working among and with pupils.
4. challenging pupils to achieve as optimally as possible.
5. developing interest in leaning on the part of pupils.

Team teaching members need to upgrade their teaching skills continuously and share worthwhile ideas with team members. There are built in opportunities for inservice education for teachers when they are members of a team and provide learning opportunities for pupils. As team members discuss objectives, learning opportunities, and evaluation techniques, the ideas circulate and provide inservice ideas in teacher education.

The Professional Library

Teachers need to have ample opportunities to browse through and read materials from the professional school library. Each school should subscribe to educational periodicals that benefit teachers to become increasingly professional in teaching and learning. The principal of the school as well as teachers should encourage each other to read educational journal articles and teacher education textbooks in the area of involved teaching. A community of learners might well be an end result. Sharing of ideas dealing with improving teaching performance is a must. A school bulletin might also be developed to call attention to leading articles in education. At teachers meetings, school faculty should share ideas on teaching and work toward an improved

curriculum. At a public school meeting of faculty and administration, I observed teachers reporting on the following topics at sequential meetings:

1. How to teach the at risk pupil in reading.
2. How to plan instruction for the mobile pupil.
3. How to identify gifted readers for a special class.
4. How to plan instruction for first grade pupils who are not ready for a formal reading program.
5. How to uphold high expectations for pupils in sequential reading experiences.

When teachers have special needs and feel purpose in reading professional literature on the teaching of reading, there appears to be much motivation to grow, develop, and achieve. I wholeheartedly subscribe to the idea of having a professional library for teachers and administrators to use in improving reading instruction. Reading instruction emphasizes reading across the curriculum. I would like to make the following recommendations in developing and using a professional library for educators in the public school setting:

1. the journal articles and teacher education textbooks assist teachers in doing a better job of teaching. There are indeed many good teachers out in the field and each can always achieve from where they are to where they might be as professionals in reading instruction.
2. educational journals and teacher education textbooks need to be reputable and functional. Teachers should have access to "how to" literature as well as content on theories of learning, psychology of education, as well as philosophy of education.
3. the professional library should be developed cooperatively by those involved in the teaching of reading.
4. the materials in reading instruction should be accessible and easy to use. With normal wear and use, the journals and teacher education textbooks will show the function they serve.
5. there should be comfortable facilities to check out and read professional content.

6. time provided specifically for reading professional materials is time wisely given by the school.

7. worthwhile ideas from the journals and teacher education textbooks on reading instruction should be tried out and feedback given to other teachers in the school setting.

8. as time goes on, the library holdings should be increased to include videotapes, cassette tapes, internet, and CD ROMs, among other electronic media. Networking is a good idea to obtain ideas on reading instruction in assisting each pupil to achieve as well as possible (See Ediger, 1991).

Parent and Teacher Conferences

An excellent way to improve the reading curriculum is to discuss a learner's progress during a parent/teacher conference. This is a good way for the teacher to receive input from parents as to how to guide the offspring to achieve more optimally. There is much that the teacher can learn about the child and his/her environment (Ediger, 1988). Among other items, the following comments may be made by the parent of the pupil:

1. the aspirations parents have for the child.

2. the amount of assistance parents provide in helping the child to improve in reading.

3. attitudes that the pupil has toward reading materials.

4. motivation that the learner has in wishing to improve in reading more fluently.

5. kinds of errors the learner makes in reading.

6. types of reading programs that guide the learner to make the most progress in reading instruction.

7. kind of home life the pupil experiences.

8. the physical and emotional heath that the pupil possesses.

9. attitudes of parents to the offspring.

10. the positive adjustment the child has made toward the home and the school.

In Summary

There needs to be a variety of inservice education methods to guide teachers to do the best job possible in the teaching of reading. Teachers need to have access to diverse procedures in inservice education so that each pupil may be guided to achieve as much as possible in reading.

Inservice education programs for reading teachers should be functional and useful to teachers. Teachers need to perceive purpose or reasons for participating in inservice education programs.Interest in improving instruction is a powerful approach in guiding teachers to pursue and achieve in improving reading instruction. Administrators need to be well versed in the teaching of reading and assist teachers to make needed changes in the area of reading instruction. Positive feelings toward each other helps teachers and administrators too in using different approaches to improve the teaching of reading.

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